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AN EMPIRICAL MEASUREMENT OF ANTI-AMERICANISM

by



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A THESIS

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled AN EMPIRICAL MEASUREMENT OF ANTI-AMERICANISM submitted by ROBERT J. PALKOWSKI in partial fulfilment of the requirements for the degree of Master of Business Administration.

ABSTRACT

Previous studies have viewed Anti-Americanism from an economic, political or cultural viewpoint, but no attempt has been made to measure this feeling among individual Canadians.

The purpose of this study is to develop an attitude scale in order to measure Anti-American feelings or sentiments among Canadians.

In constructing such an attitude scale, two major areas are considered:

- (a) The development of the scale
- (b) The analyses of the scale.

In the development of the scale, a Likert-type scaling method was employed in which a large group of items was generated, administered to a group of subjects and scored. Item analysis was performed on the items in order to select the most discriminating ones, from which a twelve-item Anti-American scale was constructed.

To analyze the scale, a factor analysis was performed on all the twelve items on the scale in order to determine if the scale was multi-dimensional. Results showed three dimensions present, from which three sub-scales and a composite scale were constructed. An interpretative discussion of these various scales followed.

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CHAPTER I

INTRODUCTION AND PURPOSE

INTRODUCTION

Since the beginning of it's history, Canada has been defensive in it's relations with the United States. Incidents have occurred in the past and are occurring today which have caused many Canadians to express ill-feelings towards Americans. The threat of United States domination, formerly military, and later economic, political and cultural, has naturally created an undercurrent of Anti-American feelings in Canada which, from time to time, burst to the surface.¹

As late as 1895, Canada made substantial defensive preparations against American invasion. Between the First World War and the Second, the only defense plans the Canadian military bothered to compile were strategies for defense against attack from the United States.² This fear of American expansion was a major ingredient in the consummation of Canadian Confederation in 1867, and led to the national government's tripartite policy, involving railroad construction, immigration and tariffs, which was, in essence, an Anti-American policy.³

After the Second World War and with the growth of the perceived threat of Communism caused by the Cold War, Canada allied herself with the United States. In doing so she dropped her fear of the United States as a military threat, but opened herself up to other anxieties - fears of foreign ownership and control, of cultural and economic penetration of Canada by the United States. Today, Canada's role in the area of defense is essentially that of a reliable supplier to help

meet demands of the military needs of the United States.⁴ For example, in the area of defense policy, Canada has accepted North American defense arrangements, which have resulted in de facto United States control of nuclear weapons in Canada. The price for this agreement was control exercised from the United States, causing distinct uneasiness among many Canadians.⁵

A high degree of United States ownership and control which seems to have forced Canada into a semi-dependent position in relation to the United States is another area which contributed greatly to the rise of Anti-American feelings in Canada. For example, in 1964, Canada had gross liabilities of \$32.8 billion, of which \$23.1 billion was owned by the United States. Of this latter figure, \$21.4 billion represented long term investment owned in the United States. This investment resulted in American control in 1963 of 46 per cent of Canadian manufacturing industries, 63 per cent of petroleum and natural gas, and 52 per cent of mining and smelting industries.⁶ In individual manufacturing industries, American control was higher, for example: automobiles 97 per cent, rubber 90 per cent, electrical apparatus 66 per cent and chemicals 54 per cent.⁷ Although these statistics date back to 1963-64, unofficial data indicates that this high level of American investment has been maintained to date.⁸ In fact, American investment is now more than ever concentrated in the growth sectors of the Canadian economy.⁹

In the area of trade, Canada has been irritated by protectionist elements in the United States which have managed to limit, through tariffs and quotas, the import of Canadian oil, gas, zinc and softwood

lumber. Further ill feelings resulted from the failure of the United States to renew contracts for uranium. This undermined the existence of a Canadian mining community. Also, resentment was generated by the United States agricultural policy which promoted "fire" sales of wheat surplus to foreigners, and thereby hurt the export markets of Canadian farmers.¹⁰

Other individual cases of Anti-American sentiments have occurred: when a United States senate sub-committee published a testimony that branded a leading Canadian diplomat as a communist; when it was rumored that the sale of trucks to Communist China by a foreign subsidiary in Canada had been vetoed by the United States government; when a United States controlled union boycotted Canadian ships on the Great Lakes and thus disrupted Canada's export trade; when the First National City Bank of New York purchased control of a Canadian chartered bank against the wishes of the Canadian government; when United States courts attempted to apply United States anti-trust laws to firms resident in Canada; and, when United States government passed its balance of payments guidelines which affected the behavior of Canadian companies.¹¹ More recently in Canada, concern has been expressed over the increasing number of appointments of United States citizens to both professional and administrative positions at Canadian universities.¹²

The United Empire Loyalist origins of an influential sector of the Canadian population have also helped to sustain Anti-Americanism in Canada over the years:

It is essential to realize that Canada represents the losing side of the American revolution. The central part of the country - the Province of Ontario - was settled by embittered Tory refugees from the United States, many of whom had been

deprived of their property and arrived in Canada practically destitute. The tradition of disdain for and fear of the Americans, which they brought with them has had - owing to their superior education and social status - a disproportionate influence on Canadian thinking with respect to the United States ever since.¹³

In conclusion, certain incidents which have occurred in the past and are occurring now have impressed upon Canada its economic, political and cultural interdependence with the United States. These events have caused much uneasiness among many Canadians. This might lead one to infer that there is some body of Anti-Americanism prevailing in Canada.

Since positive indications of Anti-American feeling among Canadians can be inferred, research to determine the actual presence and characteristic of Anti-Americanism in Canada promise to be productive.

Research studies relating to Anti-American sentiment among Canadians have been conducted in the past, but only from an historical, cultural or economic point of view. To date, there has been no research conducted which looks at the Canadian individual per se, hence we have no real way of understanding his psychological attitude toward Americans. To do this would require the construction of an attitude scale. By measuring the attitudes of people, it is possible to predict and possibly control their behavior, which is an important desiderata to many people in our society.

In developing an attitude scale to measure Anti-Americanism, care must be exercised since measurement can only deal with attitudes that are common. There are relatively few attitudes that are common enough to be profitably scaled.¹⁴ In forcing attitudes into a scale

form, violence is necessarily done to the unique structure of man's mind.¹⁵ Thus attitude scales should be regarded only as the roughest approximation of the way in which attitudes actually exist in the mental life of individuals. Many persons possess contradictory attitudes, and for this reason, their mental sets at the moment of submitting to a scale may tell only a part of the story. Furthermore, attitudes often change, and an investigation made under one set of conditions may not for long present a true picture of the attitudes of any group. Moreover, rationalization and deception inevitably occur and, so great may be the tendency to protect oneself, that even anonymity is no adequate guarantee. Thus ignorance, suspicion, fear, a neurotic sense of guilt, undue enthusiasm, a lack of insight, or even a knowledge of the investigator's purpose may invalidate an inquiry. Unless these limitations are kept in mind, the zeal for measurement may overstep reasonable bounds. Recognizing these limitations however, the success achieved in the past ten years in the field of measurement of attitudes may be regarded as one of the major accomplishments of social psychology.¹⁶

PURPOSE OF THIS STUDY

The purpose of this study is therefore to develop an attitude scale in order to measure Anti-American sentiments among Canadians.

FOOTNOTES - CHAPTER I

1. I.A. Litvak, C.J. Maule and R.D. Robinson, Dual Loyalty (Toronto: McGraw-Hill Company of Canada Limited, 1971), p. 6
2. Ibid.
3. I.A. Litvak and C.J. Maule, What Price Sovereignty? -- The American Impact on Canada (Hamilton: McMaster University, 1969), p. 1.
4. J.S. Dickey, "The American Assembly: The United States and Canada," in J. Eayrs, Sharing a Continent: The Hard Issues (Engelwood Cliffs, New Jersey: Prentice Hall Inc., 1964), pp. 55-95.
5. Litvak and Maule, op. cit., p. 1.
6. Litvak and Maule, op. cit., p. 1; and K. Levitt, Silent Surrender (Toronto: Macmillan of Canada, 1970).
7. Ibid., p. 1.
8. Ibid.
9. Ibid.
10. Ibid., p. 2.
11. Litvak, Maule and Robinson, op. cit., p. 6.
12. Ibid., p. 7.
13. Ibid., p. 6.
14. G.W. Allport, "Attitudes" in M. Fishbein, Attitude Theory and Measurement (New York: John Wiley and Sons, Inc., 1967), p. 11.
15. Ibid., p. 12.
16. Ibid., p. 11.

CHAPTER II

THE CONSTRUCTION OF A SCALE TO MEASURE ANTI-AMERICANISM

INTRODUCTION

To use the concept of attitude in understanding and predicting action, we need reliable and valid measuring instruments. The measurement of attitudes, like the measurement of all psychological determinants, is necessarily indirect.¹ Attitudes can be measured only on the basis of inferences drawn from the responses of the individual toward the object - his overt actions and his verbal statements of beliefs, feelings and dispositions to act with respect to the object.² Of all methods for the measurement of attitudes, by far the most widely used is an attitude scale.

An attitude scale consists of a set of statements to which a person responds.³ The pattern of his response provides a way of inferring something about his attitude. In each case, the objective of an attitude scale is the same, to assign an individual a numerical position on a continuum, a position which indicates his attitude toward a particular object.⁴

A. CONSTRUCTING THE SCALE

There are essentially five principal scaling methods for the measurement of attitudes: the method of equal-appearing intervals developed by Thurstone and his co-workers;⁵ the method of summated ratings developed by Likert;⁶ the social distance scale developed by Bogardas;⁷ the cumulative scaling method developed by Guttman;⁸ and

the scale-discriminating technique developed by Edwards and Kilpatrick.⁹ Because the method of summated rating is widely used and easy to apply in the development of an attitude scale, it was employed in the construction of the Anti-American scale. The following are the steps involved in using this method:

- (1) The collection of a large number of statements considered by the experimenter to relate to the object in question;
- (2) The administration of these statements to a group of subjects who indicate the extent to which they agree or disagree with each statement;
- (3) Some means of determining a total score for each individual.
- (4) The process of item analysis to select items for the final form of the scale.

This last step, using item analysis to select items for the final form of the scale, is usually preformed on the basis of the following criteria:

- (1) An item has to be reversible in terms of its direction of wording. In other words, an item's adequacy of performance in measuring the attitude domain to which it refers, should not be affected by whether it is worded negatively or positively in sentiment toward that domain.
- (2) An item has to tap the attitude domain adequately and roughly equally well in different samples. In other words, an item should be strong in its performance across different selected samples of respondents.

- (3) An item has to differentiate between high and low scores overall. In other words, an item should have the capacity of discriminating, on the basis of the score response it yields, between persons with high scores on the overall attitude scale and persons with low scores;
- (4) An item has to reflect the overall pattern of response toward objects in the attitude domain. In other words, an item has to yield responses that are systematically related to the overall response tendency displayed by a respondent toward other similar items connected with the attitude domain, taken as a group.
- (5) The items have to "hang-together" to some degree as a set. In other words, not only should an item reflect the overall pattern of response, but it should also reflect, to some degree, similarity of response with each of its companion items on the scale.

Developing the Items

Since a person may like a few people that are American but dislike the American society as a whole, care must be taken to develop items ensuring that this distinction is made. In a similar manner, an individual may like the American people or American society as a whole, but dislike American government policy. Other aspects of Anti-Americanism may be felt toward the influence of American business in Canada. Still others may be expressed in beliefs concerning Canadian government policy regarding Americans. In order to generate items for the Anti-American scale by differentiating the various aspects of

Anti-Americanism, the following five categories were established:

- (1) American People
- (2) American Society
- (3) American Government Policy
- (4) American Business in Canada
- (5) Canadian Government Policy.

In the "American People" category, sixteen items were prepared, focusing upon the interaction patterns of the American people. Conceit, friendliness, intelligence, honesty and kindness were some factors taken into consideration (See Appendix A for a complete listing).

For the second category the focus was not upon the individual interaction patterns of the American people, but upon the American society as a whole. Items included in this category centered around such issues as American racial prejudice, American values, American corruption, American materialism and American Nationalism. Sixteen items in all were prepared for this category (See Appendix A for a complete listing).

The third category focused upon the creation, implementation and enforcement of American governmental policies. Fifteen items in all were prepared, some of which dealt with the degree of corruption in the making of American government policies, the sensitivity of the American government toward other countries, and the strength of influence the American government has upon the world's economy. Other items focused upon the military, the space exploration program, and the economic welfare of Negroes, Mexicans and poor Whites (See Appendix A for a complete listing).

The fourth category focused upon the influence of American business on Canada, and encompassed a wide range of factors. Among those considered were the effects of American business on Canada's independence, on Canada's standard of living, on job opportunities in Canada, on Canadian entrepreneurship, and on Canada's natural resources. In total twenty four items were developed in this category (See Appendix A for a complete listing).

The "Canadian Government Policy" category also contained a wide range of factors. However these factors considered such things as Canadian policy with regards to admission of American draft dodgers into Canada, Canadian policy with regards to American textbooks in Canadian schools, and Canadian policy with regards to American military equipment in Canada (See Appendix A for a complete listing).

In total an "item pool" of ninety-six items was prepared in the form of statements about Americans. In preparing the items, a number of criteria, as mentioned by Edwards¹⁰ and Oppenheim,¹¹ were used. For instance, the items were written to reflect contentiously worded statements of opinion. Care was taken to make the items simple, short, direct and uncomplicated.

For each of the original ninety-six items prepared, another set of ninety-six items were developed in reverse form, using the same criteria as set down in developing the first set of items. For example, if a statement in the first set of ninety-six items prepared read: "Most Americans are overly concerned with status," a new statement in reverse form was constructed to read as follows: "Most Americans are not overly concerned with status." Reversing the items in this manner

was done primarily to meet criterion one, as well as to avoid statements that were likely to be endorsed by almost everyone or by almost no one, and also to eliminate the counteracting effects of the "yea sayers," people who have a tendency to agree with each statement and the "nay sayers," people who have a tendency to disagree with each statement.

Constructing the Questionnaire

For all items two questionnaires were developed, one being the exact opposite of the other. A toss of the coin was used to determine which statements were assigned to which questionnaire. For instance, if the coin landed heads, the original statement (most Americans are overly concerned with status) was assigned to Questionnaire #1, but if the coin landed tails, the original statement was included in Questionnaire #2. Thus each questionnaire was composed of ninety-six items. A table of random¹² numbers was then used to determine the order of the items within the questionnaire.

Care was taken to ensure that the ordering of statements in both questionnaires was the same. For instance, if the statement "Most Americans are not overly concerned with status" was randomly assigned to be the ninety-sixth item on questionnaire #2, then its statement in reverse form, "Most Americans are overly concerned with status," was placed as item number ninety-six in questionnaire #1. A total of forty-seven Pro-American statements and forty-nine Anti-American statements constituted questionnaire #1 (see Appendix B), whereas forty-nine Pro-American statements and forty-seven Anti-American Statements were used in designing questionnaire #2 (see Appendix C).

In administering these statements to individuals, subjects were asked to indicate whether they strongly agreed, agreed, were undecided, disagreed, or strongly disagreed with each of the statements on the questionnaire.

Data Collection

The data which was used to select the best items for the final form of the scale was collected from two independent samples.

Sample One

This sample consisted of one hundred and one Commerce students enrolled at the University of Alberta. These students were in their third year of studies taking a compulsory industrial relations course in partial fulfillment of requirements for the Business Administration and Commerce degree.

Sample Two

This sample also numbered one hundred and one, but subjects were taken from a management development program offered by the Department of Extension at the University of Alberta. Classes in this program were held at night since the majority of people enrolled were businessmen who were working during the day.

Distribution of the Questionnaire

Distribution of the questionnaire for each sample was so ordered as to ensure that questionnaire #1 would be distributed to the first individual, while questionnaire #2 would be distributed to the next individual. By using this process of distribution, an equal number of

type one and type two questionnaires were distributed in a classroom setting, and no one individual received a copy of both questionnaires to fill out. Thus four groups in all were established, two from each sample (See Table 1 below).

TABLE 1

ESTABLISHING FOUR GROUPS FROM TWO SAMPLES

<u>Sample</u>	<u>Group</u>
Commerce Student	
Questionnaire #1	Group I
Questionnaire #2	Group II
Extension Department	
Questionnaire #1	Group III
Questionnaire #2	Group IV

Computing Total Scores

A total score was computed for each questionnaire by giving each item a value on one, two, three, four or five. The value assigned to a particular item was dependent upon two factors:

1. The response category checked by the respondent for each statement.
2. The manner in which the statement was worded, either positively or negatively.

If an item was worded positively (a Pro-American statement), the values assigned to it were as follows:

<u>Response</u>	<u>Value</u>
Strongly Agree	1
Agree	2
Uncertain	3
Disagree	4
Strongly Disagree	5

On the other hand, if an item was worded in a negative manner (an Anti-American statement), the values assigned to that item would be:

<u>Response</u>	<u>Value</u>
Strongly Agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

By using this scoring technique in both cases, a low score (Response = 1) indicates Pro-Americanism, while a high score (Response = 5) indicates Anti-Americanism. When totaled, the possible range for either questionnaire would be from 96 to 480.

Item Analysis

Item analysis was a technique used to select the most discriminating items and was based upon five criteria. Only those items that: were reversible in terms of direction of wording; tapped the attitude domain in each sample adequately; differentiated between high and low scores overall; reflected the overall pattern of response toward objects in the attitude domain; and "hung-together" with the rest of the items, were considered to be discriminating and were

included in the final pool of items. If an item failed to meet any of these criteria, it was discarded and considered non-discriminating. Only those items that could discriminate were considered for inclusion in the Anti-American scale. The following is a detailed analysis of the criteria an item must meet to be included in the final scale.

Criterion 1

This criterion was essentially achieved when the items were worded in both a positive and negative manner. For an item to satisfy this criterion, it had to perform equally well in both its positive and negative forms.

Criterion 2

Criterion 2 was achieved in part when the two samples of respondents were obtained, the Commerce student sample and the Extension Department sample. For this criterion to be satisfied however, an item had to perform in strength roughly equally well in both samples.

Criterion 3

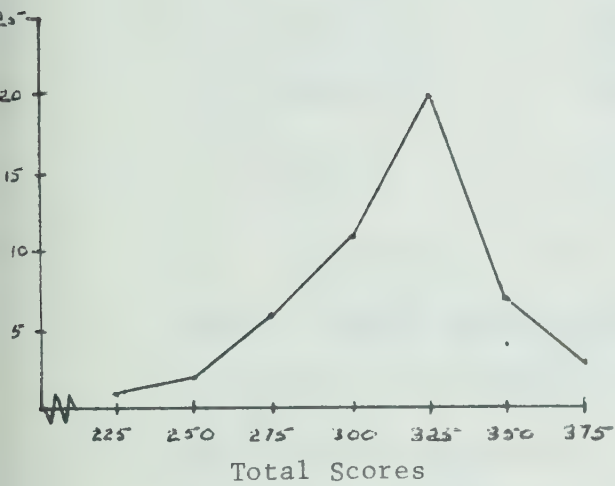
The first step in achieving this criterion was to identify the high and low scores. Since this was based upon the distribution of total scores obtained on a questionnaire, distribution curves were prepared from the total scores of each of the four groups. These distribution curves can be seen in Figure 1 below.

In spite of the random distribution of questionnaires to each sample group, the range of total scores varied somewhat (see Table 2).

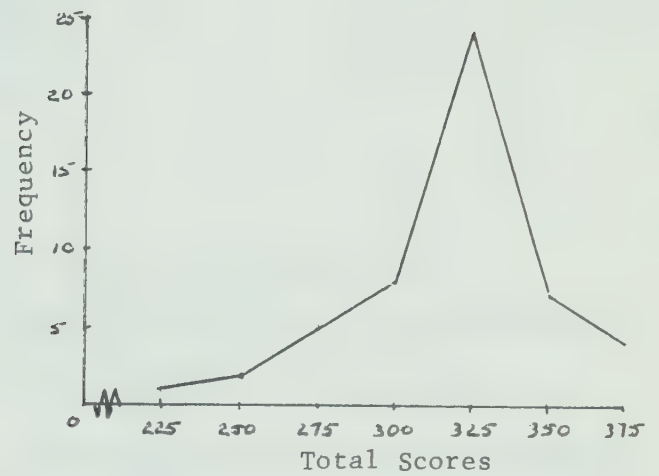
FIGURE 1

TOTAL SCORE FREQUENCY DISTRIBUTIONS

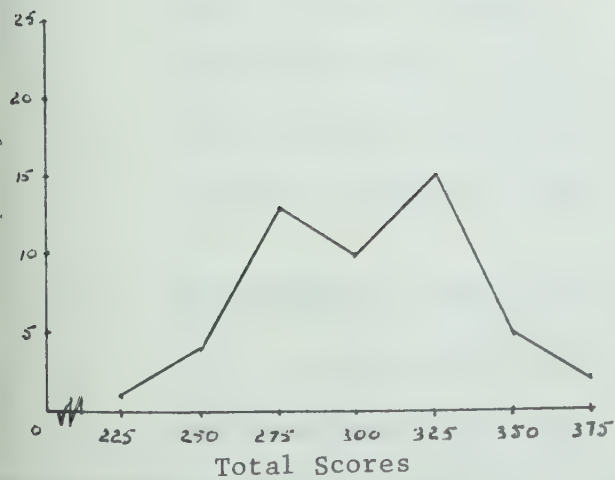
FOR EACH OF THE FOUR GROUPS



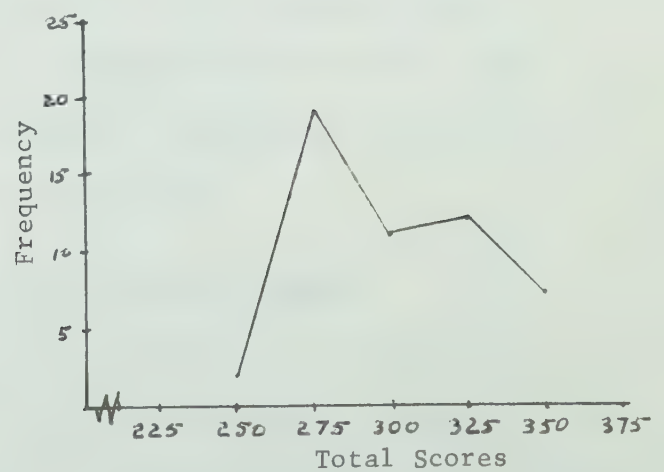
Group I



Group II



Group III



Group IV

TABLE 2

RANGE OF TOTAL SCORES FOR THE FOUR GROUPS

<u>Groups</u>	<u>Range</u>		<u>Total Range</u>
	<u>From</u>	<u>To</u>	
Group I	220	361	141
Group II	222	379	157
Group III	205	399	194
Group IV	241	340	99

As can be seen from the above table, the groups within the Commerce Student sample (Groups I and II) had a total range difference of sixteen points indicating that they responded to the two questionnaires in much the same way. The groups within the Extension Department sample (Groups III and IV) however, had a total range difference of ninety-four points, indicating differing reactions to the two sets of items. In both samples the distribution of total scores clustered around the middle. No one was at the extreme end of the scale which indicates that both samples are essentially composed of people who are moderate in their feelings towards the Americans.

Discriminating Between Pro- and Anti-American Individuals

In selecting high and low scores for each of the groups, four quartiles were established. Since the items were scored in such a manner that a low score on both type I and type II questionnaire indicated Pro-American feelings, the first quartile represented a sample of individuals who were Pro-American (see Table 3). Conversely, a high score on both types of questionnaire indicated Anti-American feelings.

Thus people with total scores in the fourth quartile represented a sample of individuals who were Anti-American (see Table 3). However, it should be pointed out that in these samples both Pro- and Anti-American individuals are relatively moderate in their feelings toward Americans since their total scores cluster around the center of the scale. Total scores falling within the second and third quartile were people who expressed intermediate positions between these two polar groups.

TABLE 3

TOTAL SCORE CUT-OFF POINTS FOR PEOPLE WITH
PRO- AND ANTI-AMERICAN ATTITUDES

<u>Group</u>	<u>Type</u>	<u>Number in Group</u>	<u>Total Score "Cut-Off Point</u>
Group I	Pro-American	12	220-284
Group II	Pro-American	12	221-289
Group III	Pro-American	12	200-262
Group IV	Pro-American	12	241-265
Group I	Anti-American	14	320-261
Group II	Anti-American	12	322-361
Group III	Anti-American	12	316-381
Group IV	Anti-American	12	316-340

For each item, the mean score on that item in each of the two categories, Pro-American and Anti-American, was computed for each sample along with the respective standard deviations. These means were then tested using the Student-t test to determine whether the two groups

differed significantly from each other in response to the item. For an item to meet criterion 3, it had to have a significance level on the Student-t test of as little as .05 level or less on both samples.

Criterion 4

Criterion 4 was determined by calculating the Pearson correlation coefficient between the item score and the total score. By computing such a correlation coefficient, one can tell how well an item correlates with all the other responses. For an item to pass this criteria and be selected for the final scale it had to have a Pearson correlation coefficient significance at the .01 level or less for both groups in each of the two independent samples.

Selecting the Items

Once information was available on which items to select, a decision had to be made as to what form these items would take, positive or negative. Operating within criteria 1 and 2 and working with criteria 3 and 4, the following two rules were established:

- (1) Select the item with the highest level of significance on the Student-t test.
- (2) Select the item with the highest Pearson correlation coefficient.

Based upon the above mentioned criteria and the two rules for determining the form, items were selected for inclusion in the Anti-American scale. For example, item 8 was an item that performed equally well in both its positive and negative forms and in both the Commerce Student and Extension Department student samples, thus satisfying criterion 1. It also performed roughly equally well in strength in

both of the samples, satisfying criterion 2. The significance level on the Student-t test was .01 in the Commerce student sample and .002 in the Extension Department sample, both being below the .05 level and thereby satisfying criterion 3. Moreover, the item had Pearson correlation coefficients of 0.519 for the Commerce student sample and 0.545 for the Extension Department student sample, both being significant at the .001 level and thus satisfying criterion 4. Therefore item 8 was an item that was selected for inclusion in the final form of the Anti-American scale.

When determining which form item 8 would take, the deciding factor was the significance level on the Student t-test since the item had a significant Pearson correlation coefficient for each of the two samples in both its positive and negative forms. The significance level of the student t-test was greater when the item appeared in its negative form (see Table 4), therefore the item was negatively worded. A similar procedure was preformed on all the rest of the items (see Table 4 and Appendix 4). By using this procedure, only twelve items out of the original ninety-six were selected for inclusion on the final form of the scale. These items were:

<u>Item Number</u>	<u>Item Content</u>
8	Generally speaking, American society is more corrupt than other societies.
10	Most Americans have no respect for authority.
13	Generally speaking, Americans are too concerned with "keeping up with the Jones."

<u>Item Number</u>	<u>Item Content</u>
24	In the making of American government policy, there is more corruption than in other societies.
35	American firms do not control a large part of the Canadian economy.
37	In their relations with people from other countries, Americans are generally very inconsiderate.
45	If restricting American investment in Canada lowers our standard of living, we should not pay this price to keep Canada independent.
46	Generally speaking, Americans are more conceited than people from other countries.
47	American control of Canadian industry does not constrain the Canadian government in developing monetary and fiscal policies which are in the best interests of Canada.
52	We should restrict the number of American textbooks in Canadian schools.
53	Allowing American programs on Canadian television does not hinder the development of Canadian values.
96	Americans are not overly concerned with status.

Criterion 5

For this last criterion to be achieved all of the twelve items selected had to "hang together" to some degree as a set. The first step in determining this was to calculate the minimum inter-item correlation that would be acceptable at the .05 level given the number of cases (N)

TABLE 4¹

ITEM ANALYSIS DATA FOR THE DISCRIMINATING ITEMS

COMMERCE STUDENT SAMPLE

EXTENSION DEPARTMENT SAMPLE

Item #	Group I				Group II				Group III				Group IV			
	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient
8	2.25	3.43	-2.84**	0.52*	2.33	3.75	-7.69*	0.55*	2.17	3.58	-2.73***	0.45*	2.25	3.33	-3.53*	0.45*
10	2.42	3.50	-2.90**	0.39**	1.92	3.08	-3.41**	0.56*	2.17	3.17	-2.11***	0.35**	1.92	2.92	-3.48**	0.47*
23	2.58	4.64	-9.77*	0.73*	3.75	4.50	-2.51***	0.34**	2.92	4.33	-4.09*	0.61*	3.75	4.33	-2.30***	0.30**
24	2.58	3.64	-3.23**	0.51*	2.17	3.25	-3.65*	0.53*	1.92	3.33	-3.61*	0.57*	1.92	3.33	-6.51*	0.60*
35	3.58	4.50	-2.66**	0.41**	4.25	4.67	-3.19**	0.29**	4.08	4.50	-2.10***	0.33**	3.67	4.50	-2.44***	0.40**
37	2.17	3.57	-7.76*	0.59*	2.83	3.58	-2.26***	0.32**	2.08	3.58	-4.32*	0.57*	2.50	3.83	-5.64*	0.55*
45	2.42	3.93	-4.69*	0.59*	2.67	4.00	3.80*	0.58*	2.58	4.17	-4.11*	0.60*	2.58	4.00	-4.51*	0.49*
46	2.33	3.79	-4.26*	0.57*	2.33	3.58	-4.96*	0.41*	2.42	3.58	-2.88**	0.45*	2.33	4.08	-9.91*	0.72*
47	2.67	3.79	-2.96**	0.42*	2.67	4.00	-2.50***	0.54*	2.25	4.00	-4.10*	0.68*	2.08	3.92	-8.23*	0.61*
52	2.83	4.00	-2.44***	0.39**	2.92	4.17	-3.10**	0.58*	2.83	4.17	-3.35**	0.42*	3.50	4.58	-2.71***	0.48*
53	2.25	3.36	-3.86*	0.45*	2.17	3.42	-3.51*	0.48*	2.25	3.83	-3.09*	0.48*	2.42	3.67	-4.30*	0.45*
96	2.83	3.86	-2.97**	0.42*	3.50	4.50	-4.02*	0.41*	2.50	4.00	-8.14*	0.61*	3.33	4.42	-4.52*	0.51*

Significant Levels for: (1) Pearson Correlation Coefficients (a) * p > .001 (b) ** p > .01

(2) Student t Scores (a) * p > .002 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05

¹ See Appendix 5 which displays figures for the rest of the items not included on the Anti-American Scale.

used in the above precursory item analysis. This figure, calculated to be 0.195 was obtained by the use of the following general formula.¹²

$$F_{1, N-2} = \frac{r^2}{1 - r^2} \quad (N-2)$$

Since the number of cases (N) is known to be 101 and F can be determined for a .05 level of significance by looking at standard statistical tables¹³ for the distribution of F, the value of 'r' was calculated as follows:

$$F_{1, 99} = \frac{r^2}{1 - r^2} \quad (101-2)$$

$$3.95 = \frac{r^2}{1 - r^2} \quad (99)$$

$$r^2 = \frac{r^2}{102.95} \quad (99)$$

$$r^2 = \frac{3.95}{102.95}$$

$$r^2 = 0.195$$

The average inter-item correlation for the twelve items chosen were all above this significant inter-item correlation (r) acceptable at the .05 level for at least one or more of the Groups (see Table 5). For example, item 8 had an average inter-item correlation score in the Commerce student sample of 0.274 for Group I and 0.254 for Group II, both being above the minimum acceptable 'r' value of 0.195. However, in the Extension Department sample this was not the case. The average inter-item correlation was 0.309 for Group III and only 0.179 for Group IV. Nevertheless the item was chosen since the average inter-item correlation was greater than 0.195 for Groups I, II and III which was considered adequate in order to reflect the overall pattern of response

TABLE 5

AVERAGE INTER-ITEM CORRELATIONS FOR THE FOUR GROUPS

<u>Item Number</u>	<u>Commerce Student Sample</u>		<u>Extension Department Sample</u>	
	<u>Group I</u>	<u>Group II</u>	<u>Group III</u>	<u>Group IV</u>
8	0.274	0.254	0.309	0.179
10	0.155	0.204	0.241	0.267
23	0.344	0.246	0.349	0.189
24	0.234	0.237	0.268	0.295
35	0.197	0.161	0.203	0.209
37	0.299	0.131	0.325	0.303
45	0.278	0.243	0.320	0.248
46	0.273	0.207	0.268	0.324
47	0.276	0.237	0.350	0.274
52	0.215	0.205	0.213	0.239
53	0.313	0.217	0.316	0.195
96	0.236	0.253	0.421	0.258

and the similarity of response with each of its companion items on the scale. Similar results were also achieved for the rest of the selected items.

SUMMARY

In constructing an Anti-American scale, a Likert-type scaling method was used. Five categories were established for purposes of generating items for the scale: (1) American people; (2) American society; (3) American Government policy; (4) American business in Canada; and (5) Canadian Policy. An item pool of ninety-six items was established and for each of these items, another set of ninety-six items was developed in reverse form. In both cases the items were prepared following the criteria set down by Edwards and Oppenheim.

Two questionnaires were developed, one being the exact opposite of the other. The order of the items within the questionnaire was random and care was taken to ensure that the ordering of both questionnaires was the same. Students from the Faculty of Commerce and the Extension Department at the University of Alberta served as two independent sample groups.

Item analyses was used to reflect the most discriminating items based on: the reversibility of an item in terms of its direction of wording, the adequacy of an item to tap the attitude domain in each sample, the degree to which an item differentiated between high and low scores overall, the degree to which an item reflected the overall pattern of responses toward the objects in the attitude domain, and the degree to which the items "hang-together" to some degree as a set. For an item to be selected on the final form of the scale, it had to meet

all of the above five criteria. The results of the item analyses on the item pool produced a twelve-item Anti-American scale.

B. ANALYSING THE SCALE

In using the Likert-type scoring method the property of uni-dimensionality has been forced upon the scale by the choice of items and by the analytical method used. It is certainly true that in many attitude areas (religion, for example) different individuals may be favorable (or unfavorable) in different ways, on different levels, or for different reasons.¹⁴ Since Anti-Americanism appears to be a complex concept there exists the possibility that the newly-developed Anti-American scale may be multi-dimensional. The following is an attempt to determine if this is indeed the case.

CONSTRUCTION AND ADMINISTRATION OF A THIRD QUESTIONNAIRE

As part of another study the twelve-item Anti-American scale was included in the construction of a third questionnaire (see Appendix D) and was randomly distributed with items on an Anti-French scale,¹⁵ a political alienation scale,¹⁶ a nationalism scale¹⁷ and an authoritarian scale.¹⁸

Students from ten night classes from the Extension Department at the University of Alberta served as the sample. These classes were concerned with a wide range of fields of study: psychology, geology, economics and marketing. In total the sample numbered two-hundred and seventy-seven individuals.

All items on the questionnaire required a response in the form of a five-item Likert scale. Possible responses to each item ranged

from strongly agree to strongly disagree. Items on questionnaire III were scored in much the same manner as those on questionnaires I and II.

FACTOR ANALYSIS

Factor analysis was performed on all twelve items in the Anti-American scale using the data obtained from the third questionnaire. The major reasons for doing this was two-fold:

- (1) To determine if the Anti-American was multi-dimensional, and if it was
- (2) To determine what these dimensions were.

Since factor analysis is basically a technique for analysing the inter-relationships among the various indices,¹⁹ a matrix of inter-correlations was obtained among the items to indicate the correlation of each item with every other item (see Table 6). This constituted the basic data used in the factor analysis. In extracting factors from the correlation matrix a process referred to as matrix inversion was performed.²⁰ Factors were then computed or extracted in the order of their ability to explain the variation in the items used. These factors were then rotated in order to obtain a new set of factors which were more easily identified (see Table 7).

As can be seen from Table 7, the first of these rotated factors is highly related to the first, second, fifth, seventh, ninth, and twelfth items but unrelated to the rest. The second factor is related to the sixth, eighth, tenth, and eleventh items, while the third factor is related strongly to the fourth, jointly to items eight, nine, ten and twelve and very weakly to the others.

TABLE 6

CORRELATION MATRIX FOR THE TWELVE ITEMS ON THE ANTI-AMERICAN SCALE

Measures	(17) Corruption in Am.Soc.	(20) Authority	(22) Keeping up with Jones	(25) Status Conscious	(29) Corruption in Am. Gov't Policy Making	(32) Restriction of Am. Text- books	(35) Inconsi- deration	(37) American Economic Control	(40) Conceit	(42) Restricting American Investment	(45) Monetary & Fiscal Policies	(48) Canadian Values
(17) Corruption in Am. Soc. (-)	....	.397	.289	.119	.448	.282	.282	.114	.302	.107	.139	.034
(20) Authority (-)	.397	....	.280	.101	.301	.170	.374	.128	.383	-.025	.154	.116
(22) Keeping up with the Jones (-)	.289	.280	....	.327	.316	.260	.409	.107	.395	.186	.024	.149
(25) Status Conscious	.119	.101	.327	....	.136	.091	.178	.176	.253	.114	.136	.044
(29) Corruption in Am. Gov't Policy Making (-)	.448	.301	.316	.136	....	.276	.444	.079	.446	.100	.171	.123
(32) Restriction of Am. Textbooks (-)	.282	.170	.260	.091	.276	....	.373	.135	.220	.267	.163	.293
(35) Inconsideration (-)	.282	.374	.409	.178	.444	.373	....	.112	.546	.151	.092	.107
(37) American Economic Control	.114	.128	.107	.176	.079	.135	.112	....	.119	.254	.154	.178
(40) Conceit (-)	.302	.383	.395	.253	.446	.220	.546	.119	....	.125	.116	.091
(42) Restricting American Investment	.107	-.025	.186	.114	.100	.267	.151	.254	.125	....	.185	.156
(45) Monetary & Fiscal Policies	.139	.154	.024	.136	.171	.163	.092	.154	.116	.185	....	.249
(48) Canadian Values	.034	.116	.149	.044	.123	.293	.107	.178	.091	.156	.249	....

TABLE 7

ROTATED MATRIX FOR THE TWELVE
ITEMS ON THE ANTI-AMERICAN SCALE

Measures	Factors*		
	I	II	III
(17) Corruption in American Society (-)	0.665	0.137	-0.030
(20) Authority (-)	0.679	0.073	-0.052
(22) "Keeping up with the Jones" (-)	0.504	0.010	0.535
(25) Status Conscious	0.110	-0.040	0.777
(29) Corruption in American Gov't Policy Making (-)	0.720	0.143	0.031
(32) Restriction of American Textbooks (-)	0.392	0.533	0.063
(35) Inconsideration (-)	0.703	0.086	0.251
(37) American Economic Control	-0.030	0.441	0.444
(40) Conceit (-)	0.687	-0.004	0.329
(42) Restricting American Investment	-0.041	0.527	0.437
(45) Monetary & Fiscal Policies	0.115	0.622	-0.028
(48) Canadian Values	0.080	0.698	-0.357

*I = American Societal Values

II = American Economic Threat

III = American Materialistic Competitiveness.

the actual means and standard deviations would be substituted for X_i and SD_i .

TABLE 8

REGRESSION WEIGHTS FOR THE STANDARDIZED VARIABLES
(ITEMS) ON THE ANTI-AMERICAN SCALE FOR THE THREE DIMENSIONS

Standardized Variables (Items)	REGRESSION WEIGHTS		
	Dimension I American Societal Values	Dimension II American Economic Threat	Dimension III American Materialistic Competitiveness
Item 17	0.271	0.023	-0.161
Item 20	0.287	-0.018	-0.173
Item 22	0.116	-0.119	0.343
Item 25	-0.083	-0.143	0.613
Item 29	0.282	0.013	-0.121
Item 32	0.097	0.304	-0.090
Item 35	0.242	-0.052	0.067
Item 37	-0.139	0.237	0.306
Item 40	0.231	-0.120	0.145
Item 42	-0.151	0.297	0.291
Item 45	-0.014	0.405	-0.126
Item 48	-0.035	0.460	-0.136

For example, sub-scale 1 would be calculated in the following general manner:

In examining the nature of the first three indices, as contrasted with the others, it was argued that, since each of these items more or less directly involved American societal values, the first factor was identified as such. The items for the second factor seemed to have in common a similar focus upon American economic threat, and therefore factor II was conceptualized as "American Economic Threat." The final index apparently was related to the other two factors to a moderate degree; however, a common theme seemed to focus upon materialistic competitiveness of the American society and was tabled as "American Materialistic Competitiveness".

THE MULTI-DIMENSIONALITY OF THE ANTI-AMERICAN SCALE

In order to eliminate the variance that was not common and shared across the items, the factor loadings of the items were used as weights in computing a score on each of the dimensions. The total score that was obtained for each dimension constituted a sub-scale. This was obtained by means of the following general formula.²¹

$$\begin{aligned} \text{Sub Scale} = & [A(\text{VAR001} - \bar{x}_1)/SD_1] + \\ & [B(\text{VAR002} - \bar{x}_2)/SD_2] + \\ & C(\text{VAR003} - \bar{x}_3)/SD_3 + \dots \\ & \dots [Z(\text{VAR00N} - \bar{x}_i)/SD_i] \end{aligned}$$

In this formula, the letters A to Z would be substituted for the regression weights of the standardized variables (see Table 8). In this particular case, the standardized variables would simply be the twelve items on the newly developed Anti-American scale before they were rotated in the factor analysis. As well, the standardized variables would be substituted for VAR001 to VAR00N and the actual means and

$$\begin{aligned}
\text{Sub Scale 1} = & (0.271 (\text{Item 17} - \bar{X}_1)/SD_1) + \\
& (0.287 (\text{Item 20} - \bar{X}_2)/SD_2) + \\
& (0.116 (\text{Item 22} - \bar{X}_3)/SD_3) + \\
& \dots (-0.035 (\text{Item 48} - \bar{X}_{12})/SD_{12}).
\end{aligned}$$

Using this scoring technique, each sub-scale measured one particular aspect of the composite, Anti-American attitudes. Since there were three dimensions established by the factor analysis, three sub-scales were obtained. For conceptualization purposes, the final sub-scale was labeled "Anti-American Societal Values," the second sub-scale "Anti-American Economic Threat" and the third "Anti-American Materialistic Competitiveness." Since an individual could score either positively or negatively on each of the various sub-scales, a composite scale was constructed to measure the individual's overall attitude with regards to Anti-Americanism. This was achieved by taking the product of the three sub-scales added together and was simply labeled "Anti-Americanism."

In order to determine the strength and direction of the various sub-scales, a Pearson correlation coefficient was computed for each of the three sub-scales and the composite scale. The results of this are presented in Table 9 below.

As can be seen from Table 9, the three sub-scales are basically independent of one another, except for sub-scale III which is weakly associated with sub-scale II. This was expected since the factors were orthogonally rotated in the factor analysis. The table shows sub-scale III negatively correlated with sub-scale I and sub-scale II. This may be due to the non-normality in the sub-scale score distribution.

TABLE 9

CORRELATION COEFFICIENTS FOR THE
THREE SUB-SCALES AND THE COMPOSITE SCALE

	Sub Scale I Anti-American societal values	Sub Scale II Anti-American Economic Threat	Sub Scale III Anti-American Materialistic Competitiveness
Composite Anti-Americanism	0.495***	0.492***	0.241***
Sub Scale I Anti-American societal values		0.019	-0.072
Sub Scale II Anti-American economic threat			-0.106*

Significance levels: *** p .001; ** p .01, p .05.

A strong correlation existed between the composite scale and the three sub-scales (see Table 9). This was expected since the composite scale was obtained by adding the three sub-scales together. Regarding the correlation between the composite scale and the three sub-scales, sub-scale I was the dominant scale ($r = 0.495$), followed by sub-scale II ($r = 0.492$) and lastly by sub-scale III, with the major part of the variance being accounted for by sub-scale I and sub-scale II.

SUMMARY

In an attempt to determine if the newly-developed Anti-American scale was multi-dimensional, a third questionnaire was used. The sample was another independent group associated with the Extension

Department at the University of Alberta. The results of a factor analysis of the twelve item Anti-American scale showed that the scale did in fact possess three dimensions, which were then conceptualized into American Societal Values, American Economic Threat and American Materialistic Competitiveness.

In order to eliminate variance that was not common and shared across items, factor loadings were used as weights in computing a score on each of the three dimensions. The total score that was obtained for each dimension constituted a sub-scale, which was then used to measure Anti-Americanism. For conceptualization purposes, sub-scale I was labeled "Anti-American Societal Values," sub-scale II "Anti-American Economic Threat" and sub-scale III "Anti-American Materialistic Competitiveness."

A composite scale was developed simply by taking the product of the three sub-scales added together and was labeled "Anti-Americanism." The results of the Pearson correlation coefficient scores showed that the three sub-scales were basically independent of one another. However, when the composite scale was considered the three sub-scales were strongly interrelated with one another, with the majority of the variance being accounted for by sub-scale I and sub-scale II.

SUMMARY AND CONCLUSIONS

The objective of this study was to construct an Anti-American scale in order to empirically measure Anti-American sentiments held by Canadians. On the basis of a standard Likert-type scale construction technique, the following twelve item Anti-American scale was developed:

The Anti-American Scale

- (1) Generally speaking American Society is corrupt.
- (2) Most Americans have no respect for authority.
- (3) Generally speaking Americans are too concerned with "keeping up with the Jones."
- (4) In the making of American Government Policy, there is more corruption than in other countries.
- (5) American firms do not control a large part of the Canadian economy.
- (6) In their relations with people from other countries, Americans are generally very inconsiderate.
- (7) If restricting American investment in Canada lowers our standard of living, we should not pay this price to keep Canada independent.
- (8) Generally speaking, Americans are more conceited than people from other countries.
- (9) American control of Canadian industry does not constrain the Canadian government in developing monetary and fiscal policies which are in the best interest of Canada.
- (10) We should restrict the number of American textbooks in Canadian schools.
- (11) Allowing American programs on Canadian television does not hinder the development of Canadian values.
- (12) Americans are not overly concerned with status.

A third questionnaire was used and administered to an independent group with the newly developed twelve-item Anti-American scale randomly

distributed in a battery of other scales. An analysis was performed on the Anti-American scale to determine if it was multi-dimensional. The results of this analysis showed that the scale was multi-dimensional. Three sub-scales and a composite scale were then constructed to measure this multi-dimensionality.

In conclusion, this study developed a twelve-item Anti-American scale which may be used in a unidimensional or a multi-dimensional manner, depending upon how the scale is scored. Both forms are acceptable and may be used, except that when emphasis is placed upon the uni-dimensional scoring technique it may lead some investigators to overlook two points: (1) the uni-dimensional scale may not be the most valid instrument for measuring attitudes toward a complex object or for predicting action toward the object; and (2) the attitude of one group of individuals toward a given object may have a uni-dimensional structure, whereas the same object may be the referent for a number of different attitudes in another group, that is, their attitudes may have a multi-dimensional structure. However, if an investigator insists upon using the uni-dimensional scoring technique, he may eliminate the possibility of studying persons whose attitudes are not patterned unidimensionally, therefore the use of the multi-dimensional scoring technique may be preferable.

When using the multi-dimensional scoring technique the question arises as to which scale one should use, the composite scale or one or more of the sub-scales. It is suggested that the composite scale be used since an individual's attitude may be Anti-American in a positive manner on one sub-scale and Anti-American in a negative manner on the

other two sub-scales. Since the composite scale is the sum total of the three sub-scales, the score obtained on this scale would adjust for this positive and negative effect, giving a total score which would reflect the degree of the individual's overall Anti-American attitude. If just one of the sub-scales were used, the score obtained may not accurately portray the individual's overall Anti-American attitude, but only a part of it.

Although there are many common problems to all attitude measurement, such as accuracy of measurement, social desirability or measurement relating to an emotional and complex issue which is difficult to measure, there exists in the newly-developed Anti-American scale certain limitations which might be considered unique.

The first of these is the fact that the item analysis is based upon a very small and perhaps non-representative group. A larger number of individuals in each of the two samples would have been desirable since it would have given a greater representative sample of opinion. Moreover, the particular samples chosen were composed of individuals who were all characterized by upward mobility and a high degree of education. A more random sample would have increased the probability of a greater diversification of opinion. This study can only be considered a first attempt in item analysis since further studies should be conducted in this area.

The second limitation is one of validity. At present we have no way of checking the validity of the scale, since the scale was not administered to any outside group that had known tendencies toward either attitudes that are Pro- or Anti-American. However, this

particular way of checking the validity of the scale might be used if further research is conducted in this area.

Despite these limitations, however, it is believed that this newly-developed scale was an important and worthwhile project, and it is hoped that the scale will prove to be a valuable research tool for those who are interested in studying Canadian-American relationships.

RECOMMENDATIONS FOR FURTHER STUDY

Further research might be directed toward the selection of larger Pro- and Anti-American groups. One could then use them to select statements from the original ninety-six item pool in order to determine if the statements they select are the same as those selected for the final form of the Anti-American scale developed in this study.

Another set of samples might be obtained by randomly selecting individuals in a much more representative manner. Possible groups might include farmers, blue collar workers, professionals, and representatives of all social classes, in such minority groups as Negroes, Indians and French-Canadians. By doing this, it is hoped that a much more diversified and representative sample of opinion could be obtained.

Further studies should investigate the validity of this scale. One manner by which this investigation could be achieved is to administer the scale to a selected group of individuals who have a known tendency of being either Pro- or Anti-American. If the group has a known tendency to be Anti-American and if the individuals within the group score high on the scale, then one could infer that the scale has validity. One possible group may be the Committee for an Independent

Canada, which has as one of its major objectives a clause, seemingly directed against the United States, that is, to enlist Canadians from all walks of life to pressure governments at all levels in order to ensure Canada's survival as an independent nation.

Other studies might investigate possible causes of Anti-Americanism. These variables might consider general political orientations, such as political alienation or Canadian nationalism; general personality traits, such as authoritarianism; or possibly general Canadian attitudes toward various minority groups such as the French-Canadians. Further analyses might be made on the effects on the Anti-American scale of general background variables such as age, sex, ethnic origin or religion; general social and political variables such as provincial and federal party preferences, the type of organizations an individual is employed by or some general behavioral variables such as signing petitions sponsored by such organizations as the Committee for an Independent Canada.

If studies of this nature were ever to be conducted, it would be imperative that the investigator have an empirical means to measure Anti-Americanism. It is felt that the scale developed in this study could provide such a tool.

FOOTNOTES - CHAPTER II

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APPENDIX A

FACTOR LISTING FOR THE ITEM

GENERATING CATEGORIES

Factors Considered When Dealing With the American People's Category

1. The conceit of the American people.
2. The degree to which the Americans are proud.
3. The American way of life.
4. The generosity of the American people.
5. The friendliness of the American people.
6. The offensiveness of the American people.
7. The innovativeness of the American people.
8. The intelligence of the American people.
9. The loudness of the American people.
10. Honesty of the American people.
11. Trustworthiness of the American people.
12. The concern the American people have over status.
13. How hard American people work.
14. The degree to which the American people brag.
15. The degree of concern the American people have for sex.
16. American relationships with people of other countries.

Factors Considered When Dealing With the Canadian Policy Category

1. Development of Canadian values.
2. American programs on Canadian television.
3. Military equipment.
4. Canadian immigration policy.
5. Canadian foreign policy.
6. Development of a more independent Canadian economic policy.
7. Growth of American-controlled subsidiaries in Canada.
8. Export of natural resources.
9. Export of natural gas.
10. Canada's sovereignty in the Arctic.
11. American military use of Canadian bases.
12. Canada's acceptance of American draft-dodgers.
13. Independence for Canada.
14. Limiting American professors in Canadian universities.
15. The use of American textbooks in Canadian schools.
16. Restraints on American-controlled subsidiaries in Canada.
17. Circulation of American magazines.
18. Canadian policy concerning vital information.
19. Canada's ties with Russia.
20. American tourism in Canada.
21. American control of the National Hockey League.
22. American hunting in Canada.
23. The restriction of American textbooks in Canadian schools.
24. Hiring American professors.

Factors Considered When Dealing With The American Business Category

1. Job opportunities.
2. Standard of living.
3. Canadian local unions.
4. Growth of American firms in Canada.
5. Transferring Canadian profits out of Canada.
6. American control of the Canadian economy.
7. Canada's best interest.
8. Restricting American investment.
9. Independence for Canada.
10. Selling American stock to Canadians.
11. Top managerial training and experience for Canadian managers.
12. Processing of raw materials in Canada.
13. Competition in the export market.
14. Access to American research and development.
15. Dependence upon large American Corporations.
16. American technology.
17. American cultural values and business behavior.
18. Development of Canadian monetary and fiscal policies.
19. Enhancement of Canadian managers' careers.
20. American investment in Canada's natural resources.
21. American investment in Canadian industry.
22. Export using Canadian finances.
23. Location of decision-making powers.
24. Access to financial statements.

Factors Considered When Dealing With the American Society Category

1. United States as a lawless society.
2. American disrespect for authority.
3. American respect for the law.
4. The corruption of American society.
5. American nationalism.
6. The American way of life.
7. The degree to which the Americans are progressive.
8. American aggressiveness in pursuing wealth.
9. The degree of prejudice Americans have toward minority ethnic groups.
10. The concern of the Americans to "keep up with the Jones."
11. The degree of religiousness of the American people.
12. The degree of American racial prejudice.
13. The status of American women.
14. The pace of life the Americans lead.
15. American societal values.
16. American risk-taking.

Factors Considered When Dealing With the American Government Policy

Category

1. Influence of the American military establishment.
2. World peace and the American industrial-military complex.
3. American imperialistic policies.
4. Influence of the American government.
5. American policy in general.
6. American involvement in Vietnam.
7. Sensitivity of the American government.
8. American economic policy and the world's economy.
9. Space exploration.
10. American policy ensuring United States remains a very powerful
country.
11. Corruption in American government policy-making.
12. American government and the threat of communism.
13. Secret agencies.
14. Economic welfare of the Negroes, Mexicans and poor Whites.
15. Economic and foreign policy-making.

APPENDIX B

QUESTIONNAIRE NO. 1

UNIVERSITY OF ALBERTA
FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

Q U E S T I O N N A I R E N O. 1

INSTRUCTIONS

Would you please answer the following questions dealing with Americans. In each case, we want to know whether or not you agree or disagree with the view expressed. Beside each statement you will find five alternative reactions:

Strongly Agree Agree Uncertain Disagree Strongly Disagree

Check off whichever alternative gives the most correct picture of your own view. Please do not leave out any statements even when you find it difficult to make up your mind. Your views will remain anonymous; you are asked NOT to sign your name. Thank you for your co-operation.

* * * * *

	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
1. Canadians should have just as much access to the financial statements of American subsidiaries as they do to similar Canadian firms	_____	_____	_____	_____	_____
2. The American military establishment has too much influence in making American public policy.	_____	_____	_____	_____	_____
3. The Canadian Government should have a policy that does not give Americans control of the National Hockey league.	_____	_____	_____	_____	_____
4. Restricting American investment in Canada would not result in a lower standard of living.	_____	_____	_____	_____	_____

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	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
5. Generally speaking Americans have not given their women more equality than women of other countries.	_____	_____	_____	_____	_____
6. The American government is not imperialistic when dealing with the under-developed nations of the world.	_____	_____	_____	_____	_____
7. American firms in Canada should be allowed to grow, even if it means that they will be larger than Canadian firms.	_____	_____	_____	_____	_____
8. Generally speaking American society is no more corrupt than other societies.	_____	_____	_____	_____	_____
9. Americans are generally no more proud of themselves than people from other countries.	_____	_____	_____	_____	_____
10. Most Americans have a lot of respect for authority.	_____	_____	_____	_____	_____
11. Accepting American draft-dodgers shows the United States that Canada is an independent country.	_____	_____	_____	_____	_____
12. The American government is overly concerned about the threat of Communism.	_____	_____	_____	_____	_____
13. Canada should export natural gas to the United States without any restrictions.	_____	_____	_____	_____	_____
14. Canada should not pursue an economic policy in which the growth of American subsidiaries is curtailed.	_____	_____	_____	_____	_____
15. American subsidiaries access to the parent company's research is of no particular benefit to Canada.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
16. Generally speaking Americans are generous.	_____	_____	_____	_____	_____
17. Most Americans are not loud in their ways.	_____	_____	_____	_____	_____
18. Generally speaking the values of American society are not as good as those from other countries.	_____	_____	_____	_____	_____
19. Canadian schools should not use American textbooks.	_____	_____	_____	_____	_____
20. The American government expenditure on space exploration is not a waste of resources.	_____	_____	_____	_____	_____
21. American subsidiaries have very little freedom from the American parent in making major decisions such as capital investment or the introduction of new products.	_____	_____	_____	_____	_____
22. The American government should not allocate more resources to increase the economic welfare of Negroes, Mexicans and poor Whites.	_____	_____	_____	_____	_____
23. Generally speaking Americans are too concerned with "keeping up with the Jones's".	_____	_____	_____	_____	_____
24. In the making of American government policy there is no more corruption than in other countries.	_____	_____	_____	_____	_____
25. Generally speaking Americans are innovative.	_____	_____	_____	_____	_____
26. The American government has very little influence on the world's economy.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
27. In making both economic and foreign policy, Americans are not sensitive to the impact these policies have on Canada.	_____	_____	_____	_____	_____
28. One advantage of having so many American owned companies is that Canadian managers can get top managerial training and experience.	_____	_____	_____	_____	_____
29. American business brings into Canada cultural values and methods of business behavior which are contrary to the Canadian style of life.	_____	_____	_____	_____	_____
30. Canadian local unions would be better off if they were more independent of American based international unions.	_____	_____	_____	_____	_____
31. Generally speaking Americans are not that willing to "risk taking" than people of other countries.	_____	_____	_____	_____	_____
32. Canada should have a policy insuring that vital information such as Canadian economic data is not stored in computers situated in the United States.	_____	_____	_____	_____	_____
33. Americans are not overly aggressive in pursuing wealth.	_____	_____	_____	_____	_____
34. Americans are generally more prejudiced towards ethnic minority groups than Canadians.	_____	_____	_____	_____	_____
35. American firms control a large part of the Canadian economy.	_____	_____	_____	_____	_____
36. Americans are generally hard workers.	_____	_____	_____	_____	_____
37. In their relations with people from other countries, Americans are generally very inconsiderate.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
38. The United States should be the most powerful country in the world.	_____	_____	_____	_____	_____
39. The Canadian government should not force American firms in Canada to sell their stock to Canadians.	_____	_____	_____	_____	_____
40. Many Americans are generally offensive when dealing with other people.	_____	_____	_____	_____	_____
41. Generally speaking Americans brag no more than people from other countries.	_____	_____	_____	_____	_____
42. Americans are generally untrustworthy.	_____	_____	_____	_____	_____
43. Canada should implement an economic policy that is more independent from the United States.	_____	_____	_____	_____	_____
44. We should limit the number of American professors in Canadian universities.	_____	_____	_____	_____	_____
45. Even if restricting American investment in Canada lowers our standard of living, we should pay the price in order to keep Canada independent.	_____	_____	_____	_____	_____
46. Generally speaking Americans are no more conceited than people from other countries.	_____	_____	_____	_____	_____
47. American control of Canadian industry does not constrain the Canadian government in developing monetary and fiscal policies which are in the best interest of Canada.	_____	_____	_____	_____	_____
48. Americans are more nationalistic than people from other countries.	_____	_____	_____	_____	_____
49. Recent American economic policy is concerned with benefiting the United States to the detriment of the world's economy.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
50. American investment in Canada's natural resources is in the best interest of Canada.	_____	_____	_____	_____	_____
51. Canadian immigration policy regarding Americans should be stricter than her policy regarding immigrants from other countries.	_____	_____	_____	_____	_____
52. We should not restrict the number of American textbooks in Canadian schools.	_____	_____	_____	_____	_____
53. Allowing American programs on Canadian television hinders the development of Canadian values.	_____	_____	_____	_____	_____
54. We should not allow American programs on Canadian television.	_____	_____	_____	_____	_____
55. Canada should initiate closer ties with the Russians even if the American government disapproves.	_____	_____	_____	_____	_____
56. American investment in Canada increases job opportunities for Canadians.	_____	_____	_____	_____	_____
57. Canada should assert her sovereignty in the Arctic even if the United States objects.	_____	_____	_____	_____	_____
58. Generally speaking American subsidiaries in Canada leave enough of their profits in Canada.	_____	_____	_____	_____	_____
59. Canada should accept American draft-dodgers.	_____	_____	_____	_____	_____
60. Canada should not pursue an economic policy in which American subsidiaries are closely watched and controlled by a government agency.	_____	_____	_____	_____	_____
61. American investment in Canada increases our standard of living.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
62. Generally speaking Americans lead a very fast pace of life.	_____	_____	_____	_____	_____
63. Canada should sell military equipment to the United States.	_____	_____	_____	_____	_____
64. Most Americans have no respect for the law.	_____	_____	_____	_____	_____
65. Canadian managers should not have to move to the United States for experience in order to enhance their careers in American subsidiaries in Canada.	_____	_____	_____	_____	_____
66. American subsidiaries in Canada do not compete in the export market as vigorously as Canadian firms.	_____	_____	_____	_____	_____
67. Generally speaking Americans are not more intelligent than people from other countries.	_____	_____	_____	_____	_____
68. The industrial military complex of the United States is working towards world peace.	_____	_____	_____	_____	_____
69. Canada should not restrict the circulation of American magazines such as Time and Newsweek.	_____	_____	_____	_____	_____
70. The American government is sensitive to other countries viewpoints when it makes decisions.	_____	_____	_____	_____	_____
71. American investment of Canadian industry is in the best interest of Canada.	_____	_____	_____	_____	_____
72. Americans are generally honest.	_____	_____	_____	_____	_____
73. Americans are not overly concerned with sex.	_____	_____	_____	_____	_____
74. Americans are generally very progressive.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
75. More job opportunities are created for Canadians when American subsidiaries process raw materials in Canada.	_____	_____	_____	_____	_____
76. Compared to Canadians, Americans do not seem to prefer a more materialistic way of life.	_____	_____	_____	_____	_____
77. I have no objections to the policies of the American government, but I have not met any Americans that I personally like.	_____	_____	_____	_____	_____
78. American subsidiaries should not be allowed to expand using Canadian financing.	_____	_____	_____	_____	_____
79. Canadian dependence upon large American corporations is detrimental to the development of Canadian business.	_____	_____	_____	_____	_____
80. Compared to Canadians, Americans do not seem to prefer a more luxurious and extravagant way of life.	_____	_____	_____	_____	_____
81. Canada should severely restrict the export of natural resources to the United States.	_____	_____	_____	_____	_____
82. I approve of American involvement in Vietnam.	_____	_____	_____	_____	_____
83. Canada should encourage American tourists to come here.	_____	_____	_____	_____	_____
84. Americans are generally no more racially prejudiced than Canadians.	_____	_____	_____	_____	_____
85. We should not allow Americans to hunt in Canada.	_____	_____	_____	_____	_____
86. American policy is too concerned about ensuring that the United States remains the most powerful country in the world.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
87. The American government does not depend too much upon secret agencies such as the C.I.A. or F.B.I.	_____	_____	_____	_____	_____
88. Generally speaking Americans are a very friendly people.	_____	_____	_____	_____	_____
89. Canada relies too much upon American technology.	_____	_____	_____	_____	_____
90. Canada should not hire any American professors.	_____	_____	_____	_____	_____
91. Even if American firms control a large part of our economy, this is in Canada's best interest.	_____	_____	_____	_____	_____
92. The United States is a lawless society.	_____	_____	_____	_____	_____
93. In developing a foreign policy, Canada should pursue a position that is independent from the United States.	_____	_____	_____	_____	_____
94. Canada should allow the American military to use Canadian bases.	_____	_____	_____	_____	_____
95. Generally speaking Americans are not a very religious people.	_____	_____	_____	_____	_____
96. Americans are overly concerned with status.	_____	_____	_____	_____	_____

APPENDIX C

QUESTIONNAIRE NO. 2

UNIVERSITY OF ALBERTA
FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE

QUESTIONNAIRE NO. 2

INSTRUCTIONS

Would you please answer the following questions dealing with Americans. In each case, we want to know whether or not you agree or disagree with the view expressed. Beside each statement you will find five alternative reactions:

Strongly Agree Agree Uncertain Disagree Strongly Disagree

Check off whichever alternative gives the most correct picture of your own view. Please do not leave out any statements even when you find it difficult to make up your mind. Your views will remain anonymous; you are asked NOT to sign your name. Thank you for your co-operation.

* * * * *

	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
1. Canada should not have as much access to the financial statements of American subsidiaries as they do to similar Canadian firms.	_____	_____	_____	_____	_____
2. The American military establishment has little influence in making American public policy.	_____	_____	_____	_____	_____
3. It does not make any difference if the Americans control the National Hockey League.	_____	_____	_____	_____	_____
4. Restricting American investment in Canada would result in a lower standard of living.	_____	_____	_____	_____	_____
5. Generally speaking Americans have given their women more equality than women of other countries.	_____	_____	_____	_____	_____

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	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
6. The American government pursues an imperialistic policy in dealing with the under-developed nations of the world.	_____	_____	_____	_____	_____
7. American firms in Canada should not be allowed to grow if it means that they will be larger than Canadian firms.	_____	_____	_____	_____	_____
8. Generally speaking American society is more corrupt than other societies.	_____	_____	_____	_____	_____
9. Americans are generally more proud of themselves than people from other countries.	_____	_____	_____	_____	_____
10. Most Americans have no respect for authority.	_____	_____	_____	_____	_____
11. Accepting American draft-dodgers shows the United States that Canada is an independent country.	_____	_____	_____	_____	_____
12. The American government is not overly concerned about the threat of Communism.	_____	_____	_____	_____	_____
13. Canada should only export a very limited amount of natural gas to the United States.	_____	_____	_____	_____	_____
14. Canada should pursue an economic policy in which the growth of American subsidiaries is curtailed.	_____	_____	_____	_____	_____
15. American subsidiaries access to the parent company's research and development is of great benefit to Canada.	_____	_____	_____	_____	_____
16. Generally speaking Americans are not very generous.	_____	_____	_____	_____	_____
17. Most Americans are loud in their ways.	_____	_____	_____	_____	_____

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<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
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18. Generally speaking the values of American society are as good as those from other countries.

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19. There is no harm in using American textbooks in Canadian schools.

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20. The American government wastes too much of its resources in space exploration.

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21. American subsidiaries have a great deal of freedom from the American parent in making major decisions such as capital investment or the introduction of new products.

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22. The American government should allocate more resources to increase the economic welfare of Negroes, Mexicans and poor Whites.

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23. Generally speaking Americans are not too concerned with "keeping up with the Jones".

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24. In the making of American government policy there is more corruption than in other countries.

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25. Generally speaking Americans are not very innovative.

--	--	--	--	--

26. The American government has too much influence on the world's economy.

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27. In making both economic and foreign policy, Americans are sensitive to the impact these policies have on Canada.

--	--	--	--	--

28. One disadvantage of having so many American owned companies is that Canadian managers rarely get top managerial training and experience.

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
29. American business brings into Canada cultural values and methods of business behavior which fit into the Canadian style of life.	_____	_____	_____	_____	_____
30. Canadian local unions would be better off if they were more closely allied with American based international unions.	_____	_____	_____	_____	_____
31. Generally speaking Americans are more willing to "risk taking" than people of other countries.	_____	_____	_____	_____	_____
32. It does not make any difference if vital information such as Canadian economic data is stored in computers situated in the United States.	_____	_____	_____	_____	_____
33. Americans are overly aggressive in pursuing wealth.	_____	_____	_____	_____	_____
34. Americans are generally no more prejudiced towards ethnic minority groups than Canadians.	_____	_____	_____	_____	_____
35. American firms do not control a large part of the Canadian economy.	_____	_____	_____	_____	_____
36. Americans are generally lazy.	_____	_____	_____	_____	_____
37. In their relations with people of other countries, Americans are generally very kind.	_____	_____	_____	_____	_____
38. The United States should not be the most powerful country in the world.	_____	_____	_____	_____	_____
39. The Canadian government should force American firms in Canada to sell their stocks to Canadians.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
40. Many Americans are generally pleasant when dealing with other people.	_____	_____	_____	_____	_____
41. Generally speaking Americans brag more than people from other countries.	_____	_____	_____	_____	_____
42. Americans are generally trustworthy.	_____	_____	_____	_____	_____
43. Canada should not implement an economic policy that is more independent towards the United States.	_____	_____	_____	_____	_____
44. We should not limit the number of American professors in Canadian Universities.	_____	_____	_____	_____	_____
45. If restricting American investment in Canada lowers our standard of living, we should not pay this price to keep Canada independent.	_____	_____	_____	_____	_____
46. Generally speaking Americans are more conceited than people from other countries.	_____	_____	_____	_____	_____
47. American control of Canadian industry constrains the Canadian government from developing monetary and fiscal policies which are in the best interest of Canada.	_____	_____	_____	_____	_____
48. Americans are no more nationalistic than people from other countries.	_____	_____	_____	_____	_____
49. Although recent American policy is concerned with benefiting the United States it will also benefit the world's economy.	_____	_____	_____	_____	_____
50. Americans investment in Canada's natural resources is to the detriment of Canada.	_____	_____	_____	_____	_____

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	<u>STRONGLY AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY DISAGREE</u>
51. Canadian immigration policy regarding Americans should not be any more stricter than her policy regarding immigrants from other countries.	_____	_____	_____	_____	_____
52. We should restrict the number of American textbooks in Canadian schools.	_____	_____	_____	_____	_____
53. Allowing American programs on Canadian television does not hinder the development of Canadian values.	_____	_____	_____	_____	_____
54. There should be no restriction of American programs on Canadian television.	_____	_____	_____	_____	_____
55. Canada should not initiate closer ties with the Russians even if the American government disapproves.	_____	_____	_____	_____	_____
56. American investment in Canada decreases job opportunities for Canadians.	_____	_____	_____	_____	_____
57. If the United States objects, Canada should not assert her sovereignty in the Arctic.	_____	_____	_____	_____	_____
58. Generally speaking, American subsidiaries in Canada transfer too much of their Canadian profits back to the United States.	_____	_____	_____	_____	_____
59. Canada should not accent American draft-dodgers.	_____	_____	_____	_____	_____
60. Canada should pursue an economic policy in which American subsidiaries are closely watched and controlled by a government agency.	_____	_____	_____	_____	_____
61. American investment in Canada decreases our standard of living.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
62. Generally speaking Americans lead a very slow pace of life.	_____	_____	_____	_____	_____
63. Canada should not sell military equipment to the United States.	_____	_____	_____	_____	_____
64. Most Americans have a lot of respect for the law.	_____	_____	_____	_____	_____
65. In order to enhance their careers in American subsidiaries in Canada, Canadian managers should be willing to move to the United States for experience.	_____	_____	_____	_____	_____
66. American subsidiaries in Canada compete in the export market just as vigorously as Canadian firms.	_____	_____	_____	_____	_____
67. Generally speaking Americans are more intelligent than people from other countries.	_____	_____	_____	_____	_____
68. The industrial military complex of the United States is detrimental to world peace.	_____	_____	_____	_____	_____
69. Canada should restrict the circulation of American magazines such as Time and Newsweek.	_____	_____	_____	_____	_____
70. The American government is not sensitive to other countries viewpoints when it makes decisions.	_____	_____	_____	_____	_____
71. American investment of Canadian industry is to the detriment of Canada.	_____	_____	_____	_____	_____
72. Americans are generally dishonest.	_____	_____	_____	_____	_____
73. Americans are overly concerned with sex.	_____	_____	_____	_____	_____
74. Americans are generally not very progressive.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
75. Canadians lose job opportunities because American subsidiaries do not process raw materials in Canada.	_____	_____	_____	_____	_____
76. Compared to Canadians, Americans seem to prefer a more materialistic way of life.	_____	_____	_____	_____	_____
77. I disapprove of American government policy but I like Americans personally.	_____	_____	_____	_____	_____
78. American subsidiaries should be allowed to expand using Canadian financing.	_____	_____	_____	_____	_____
79. Canadian dependence upon large American corporations is helpful in developing Canadian business.	_____	_____	_____	_____	_____
80. Compared to Canadians, Americans seem to prefer a more luxurious and extravagant way of life.	_____	_____	_____	_____	_____
81. Canada should not place any restrictions on the export of natural resources to the United States.	_____	_____	_____	_____	_____
82. I disapprove of American involvement in Vietnam.	_____	_____	_____	_____	_____
83. Canada should not encourage American tourists to come here.	_____	_____	_____	_____	_____
84. Americans are generally more racially prejudiced than Canadians.	_____	_____	_____	_____	_____
85. We should allow Americans to hunt in Canada.	_____	_____	_____	_____	_____
86. American policy is not overly concerned about ensuring that the United States remains the most powerful country in the world.	_____	_____	_____	_____	_____

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	<u>STRONGLY</u> <u>AGREE</u>	<u>AGREE</u>	<u>UNCERTAIN</u>	<u>DISAGREE</u>	<u>STRONGLY</u> <u>DISAGREE</u>
87. The American government depends too much upon secret agencies such as the C.I.A. or F.B.I.	_____	_____	_____	_____	_____
88. Generally speaking Americans are not very friendly.	_____	_____	_____	_____	_____
89. Canada is not overly dependent on American technology.	_____	_____	_____	_____	_____
90. Canada should hire American professors.	_____	_____	_____	_____	_____
91. It is not in Canada's best interest to have American firms control a large part of our economy.	_____	_____	_____	_____	_____
92. The United States is not a lawless society.	_____	_____	_____	_____	_____
93. In developing a foreign policy, Canada should ally herself more closely with the United States.	_____	_____	_____	_____	_____
94. Canada should not allow the American military to use Canadian bases.	_____	_____	_____	_____	_____
95. Generally speaking Americans are a very religious people.	_____	_____	_____	_____	_____
96. Americans are not overly concerned with status.	_____	_____	_____	_____	_____

APPENDIX D

QUESTIONNAIRE NO. 3

UNIVERSITY OF ALBERTA
FACULTY OF BUSINESS ADMINISTRATION AND COMMERCE
QUESTIONNAIRE

PART I : INSTRUCTIONS

Would you please answer the following questions. Check off or write down the appropriate answer in the space provided. Please do not leave out any statements, even when you find it difficult to make up your mind. Your views will remain anonymous; you are asked NOT to sign your name. THANK YOU FOR YOUR CO-OPERATION.

* * * * *

1. SEX: Male _____ Female _____
2. AGE at last birthday? _____
3. What is your marital status?
 Married _____ Separated _____
 Widowed _____ Never Married _____
 Divorced _____
4. What is the last year of school that you have completed?
 Grades one to six (1-6) _____ University Graduate _____
 Junior High or Some High School _____ Post Graduate Training _____
 Completed High School _____ Technical School _____
 Some University _____ No Schooling _____
5. What is your approximate present annual income from all sources?
 Under \$5,000 _____ 12,501 - 15,000 _____
 5,001 - 10,000 _____ 15,001 - 20,000 _____
 10,001 - 12,500 _____ Over 20,000 _____
6. What is your religion or church preference?
 Protestant _____ Greek Orthodox _____
 Catholic _____ Other (Specify) _____
 Jewish _____ None _____
7. If Protestant, please specify:
 Presbyterian _____ United Church _____
 Lutheran _____ Anglican _____
 Baptist _____ Other (Specify) _____
8. How often do you go to church?
 Regularly (Every Sunday) _____ Seldom _____
 Often _____ Never _____
9. What was the nature of your father's occupation?
 Professional or Managerial _____ Blue Collar _____
 White Collar _____ Farmer _____
10. What was the level of your father's education?
 Grades one to six (1-6) _____ Post Graduate Training _____
 Junior High or Some High School _____ Technical Training _____
 Completed High School _____ No Schooling _____
 Some University _____ Don't Know _____
 University Graduate _____
11. During the first fifteen (15) years of your life, which province of Canada did you primarily grow up in?
 British Columbia _____ New Brunswick _____
 Alberta _____ Nova Scotia _____
 Saskatchewan _____ Newfoundland _____
 Manitoba _____ P.E.I. _____
 Quebec _____ Yukon _____
 Ontario _____ North West Territories _____
12. If not in Canada, in which Country? _____

13. What is your father's ethnic origin?

British	_____	American	_____
Scandinavian	_____	French	_____
Netherlands	_____	Italian	_____
Ukrainian	_____	Irish	_____
German	_____	Other (Specify)	_____

14. Generally speaking, what is your party preference?

A. Provincially

Conservative	_____	Social Credit	_____
Liberal	_____	Independent	_____
New Democratic	_____		

B. Nationally

Conservative	_____	Social Credit	_____
Liberal	_____	Independent	_____
New Democratic	_____		

PART II : INSTRUCTIONS

In this part of the questionnaire you will find beside each statement five alternative reactions:

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

Check off whichever alternative most closely approximates your own view. Please DO NOT LEAVE OUT any statements even when you find it difficult to make up your mind.

* * * * *

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
15. The federal government is doing too much for Quebec in relation to other provinces.	_____	_____	_____	_____	_____
16. Human nature being what it is, there must always be war and conflict.	_____	_____	_____	_____	_____
17. Generally speaking American society is more corrupt than other societies.	_____	_____	_____	_____	_____
18. Canada should strive for power in the world.	_____	_____	_____	_____	_____
19. The most important thing a child should learn is obedience to his parents.	_____	_____	_____	_____	_____
20. Most Americans have no respect for authority.	_____	_____	_____	_____	_____
21. French Canadians are making unreasonable demands.	_____	_____	_____	_____	_____
22. Generally speaking Americans are too concerned with "keeping up with the Jones".	_____	_____	_____	_____	_____
23. Canada should be more forceful in influencing other countries, when it believes it is in the right.	_____	_____	_____	_____	_____
24. Elected officials become tools of special interests, no matter what.	_____	_____	_____	_____	_____
25. Americans are not overly concerned with status.	_____	_____	_____	_____	_____
26. To what extent do you agree with the policy of the federal government to make both French and English the official languages of Canada.	_____	_____	_____	_____	_____
27. A few strong leaders could make this country better than all the laws and talk.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
28. Local officials lose touch with the people who elected them.	_____	_____	_____	_____	_____
29. In the making of American government policy, there is more corruption than in other countries.	_____	_____	_____	_____	_____
30. To the greatest degree possible, Canada should be both economically and politically independent of all other nations.	_____	_____	_____	_____	_____
31. Most people who don't get ahead just don't have enough willpower.	_____	_____	_____	_____	_____
32. We should restrict the number of American text books in Canadian Schools.	_____	_____	_____	_____	_____
33. Canada should guard against nations which may try to push it around.	_____	_____	_____	_____	_____
34. Women should stay out of politics.	_____	_____	_____	_____	_____
35. In their relations with people from other countries, Americans are generally very inconsiderate.	_____	_____	_____	_____	_____
36. If people knew what was really going on in high places, it would blow the lid off things.	_____	_____	_____	_____	_____
37. American firms do not control a large part of the Canadian economy.	_____	_____	_____	_____	_____
38. People sometimes say that an insult to your honor should not be forgotten.	_____	_____	_____	_____	_____
39. The best way for Canadians to progress is to maintain themselves as a distinct and independent nation.	_____	_____	_____	_____	_____
40. Generally speaking Americans are more conceited than people from other countries.	_____	_____	_____	_____	_____
41. People who go into public office are usually out for all they can get.	_____	_____	_____	_____	_____
42. If restricting American investment in Canada lowers our standard of living, we should not pay this price to keep Canada independent.	_____	_____	_____	_____	_____
43. It is only natural that Canada put its own interests first.	_____	_____	_____	_____	_____
44. People can be trusted.	_____	_____	_____	_____	_____
45. American control of Canadian industry does not constrain the Canadian government in developing monetary and fiscal policies which are in the best interest of Canada.	_____	_____	_____	_____	_____
46. Canada must seek to control its own destiny.	_____	_____	_____	_____	_____
47. It doesn't matter which party wins the election, the interests of the little man don't count.	_____	_____	_____	_____	_____

- | | Strongly Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|----------------|----------------------------|----------|-------------------|
| 48. Allowing American programs on Canadian television does not hinder the development of Canadian values. | _____ | _____ | _____ | _____ |

PART III : INSTRUCTIONS

Would you please answer the following questions by checking off or by writing down the appropriate answer in the space provided. Please DO NOT LEAVE OUT any statements even when you find it difficult to make up your mind.

* * * * *

49. Are you an American citizen?
Yes _____ No _____
50. Do you have any close relations that are Americans?(Check where appropriate)
- | | |
|-----------------------|---|
| Husband or Wife _____ | Aunts or Uncles _____ |
| Mother _____ | Brothers-in-law or Sisters-in-law _____ |
| Father _____ | Son's-in-law or Daughters-in-law _____ |
51. Have you ever lived more than six months in the United States?
Yes _____ No _____
52. In the past ten years, approximately how many vacations have you taken in the United States?
Number of vacations: _____
53. Approximately how many of these lasted more than two weeks? _____
54. In the past five years, approximately how many business trips have you taken in the United States?
Number of business trips: _____
55. Approximately how many of these lasted for more than two weeks? _____
56. What type of organization do you work for:
The federal government or an agency of the federal government _____
The provincial government or an agency of the provincial government _____
The municipal government or an agency of the municipal government _____
A large national organization which is:
 Wholly Canadian owned _____
 An American subsidiary _____
 An International Firm that is neither American or Canadian owned. _____
A local Business Firm _____
A local Business Firm of which you are the owner. _____
57. What department of the organization do you work in:
Purchasing _____ Production _____
Accounting _____ Research and _____
Finance _____ Development _____
Personnel _____ Other (Specify) _____
Sales _____
58. Is the manager of your division an American?
Yes _____ No _____
59. Is your immediate supervisor an American?
Yes _____ No _____
60. Are you a member of the Committee for an Independent Canada?
Yes _____ No _____
61. If not, have you signed any petition that was sponsored by the Committee?
Yes _____ No _____
62. Are you in favor of the Village Lake Louise Project?
Yes _____ No _____
64. Which of the following books, if any, have you read:
The New Romans _____ A Choice For Canada _____ Close the 49th _____
Silent Surrender _____ Dimension Magazine _____ Parallel Etc _____

APPENDIX E

ITEM ANALYSIS DATA FOR NON-PREDICTIVE ITEMS

ITEM ANALYSIS DATA FOR NON-DISCRIMINATING ITEMS

COMMERCE STUDENT SAMPLE

EXTENSION DEPARTMENT SAMPLE

Item #	Group I				Group II				Group III				Group IV			
	Top x	Bottom x	Student t	Pearson Correlation Coefficient	Top x	Bottom x	Student t	Pearson Correlation Coefficient	Top x	Bottom x	Student t	Pearson Correlation Coefficient	Top x	Bottom x	Student t	Pearson Correlation Coefficient
1	4.08	3.93	0.30	0.03	4.42	4.33	0.29	0.06	4.25	4.75	-2.23***	0.29	4.58	4.42	0.56	-0.05
2	2.58	4.14	-4.39*	0.59*	3.43	3.92	-0.97	0.23	2.83	3.75	-2.16	0.39**	3.50	4.17	-1.45	0.22
3	2.67	3.79	-1.74	0.43*	3.92	3.50	0.63	-0.10	2.75	3.83	-1.78	0.42*	3.75	4.25	-1.45	0.23
4	3.92	3.21	1.18	-0.36**	3.92	3.00	3.26**	-0.39**	3.75	3.42	0.54	-0.22	3.67	3.42	0.57	-0.04
5	2.33	2.86	-0.89	0.14	2.50	3.33	-1.41	0.35**	2.42	2.50	-0.14	0.20	2.08	3.25	-3.37**	0.38**
6	3.42	4.14	-1.64	0.44*	3.42	3.92	-1.21	0.18	2.67	4.33	-0.14*	0.55*	2.92	4.33	-3.93*	0.47*
7	2.25	3.86	-3.44**	0.53*	2.25	3.17	-2.25***	0.32**	2.50	3.58	-1.72	0.46*	1.92	2.58	-2.83**	0.27
9	2.42	3.79	-2.11***	0.46*	3.33	3.08	0.52	-0.11	2.50	3.58	-1.93	0.27	3.33	2.17	2.18***	-0.24
11	2.75	3.21	-1.26	0.11	2.50	3.42	-2.38***	0.26	2.75	2.58	0.21	-0.01	2.00	2.42	-0.98	0.25
12	3.17	3.93	-1.35	0.17	4.08	4.00	0.21	-0.08	2.92	3.17	-0.44	-0.00	3.92	4.25	-0.93	0.24
13	3.33	4.43	-2.24***	0.31**	2.42	4.00	-3.15**	0.53*	3.67	4.33	-1.65	0.19	2.58	3.83	-2.68***	0.42*
14	2.50	3.36	-1.97	0.43*	2.58	3.83	-2.98**	0.43*	2.58	3.50	-1.91	0.37**	2.50	4.00	-4.56*	0.55*
15	2.00	2.43	-0.96	0.10	1.75	2.75	-2.27***	0.49*	2.08	2.50	-1.00	0.26	1.83	2.92	-4.28*	0.41**
16	2.67	3.14	-0.90	0.33**	2.33	3.33	-3.27**	0.37**	2.00	3.08	-4.22*	0.48*	2.17	2.83	-1.30	0.23
17	2.83	4.07	-4.11*	0.42*	3.33	4.17	-2.84**	0.54*	2.33	3.83	-3.93*	0.59*	2.67	3.92	-3.83*	0.48*
18	3.33	3.07	-1.64	0.30	1.83	3.25	-8.37*	0.54*	2.33	3.42	-2.96**	0.42*	2.00	2.92	-2.34***	0.48**
19	2.42	4.57	-6.21*	0.69*	2.92	4.17	-3.55*	0.48*	2.92	4.08	-2.11***	0.28	2.92	4.42	-4.78*	0.57**
20	2.58	3.14	-1.29	0.17	2.17	3.50	-2.32***	0.31**	1.75	2.25	-0.87	0.27	2.17	3.08	-2.84**	0.38**
21	2.83	3.64	-2.93**	0.34**	3.50	3.42	0.30	0.11	3.58	4.00	-1.69	0.20	3.83	4.17	-1.89	0.22
22	3.83	4.21	-1.03	0.18	3.75	4.17	-1.13	0.19	3.75	4.17	-0.87	0.00	3.50	3.83	-1.22	0.31**
25	1.83	2.43	-2.16***	0.29	2.17	2.17	-2.23***	0.27	1.92	2.50	-2.17***	0.20	1.75	2.33	-1.86	0.16
26	4.08	4.71	-1.59	0.29	3.08	4.25	-3.40**	0.53*	4.75	4.50	2.54***	-0.04	2.83	3.92	-3.26**	0.42*

Significant Levels for: (1) Pearson Correlation Coefficients (a) * p > .001 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05

(2) Student t Scores (a) * p > .002 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05

ITEM ANALYSIS DATA FOR NON-DISCRIMINATING ITEMS (Continued)

Item #	COMMERCE STUDENT SAMPLE										EXTENSION DEPARTMENT SAMPLE									
	Group I					Group II					Group III					Group IV				
	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient
27	2.33	3.93	-5.62*	0.51*	3.83	4.08	-0.90	0.15	2.75	4.33	-3.57*	0.53*	2.58	4.33	-7.16*	0.62*	2.58	4.33	-7.16*	0.62*
28	2.67	3.14	-0.95	0.21	2.42	3.50	-2.61***	0.35**	2.65	4.25	-3.14**	0.51*	2.25	3.25	-2.27***	0.29	2.25	3.25	-2.27***	0.29
29	2.25	3.00	-2.38***	0.30	2.33	3.33	-4.68*	0.43*	2.17	3.42	-3.38**	0.56*	2.17	2.58	-1.77	0.23	2.17	2.58	-1.77	0.23
30	2.50	3.07	-1.92	0.30	3.33	4.00	-1.59	0.32**	3.67	4.50	-2.27***	0.21	3.25	4.00	-1.81	0.34**	3.25	4.00	-1.81	0.34**
31	2.50	1.93	-1.54	-0.26	2.08	2.33	-0.59	0.07	1.92	2.33	-0.98	0.21	2.25	2.92	-1.15	0.16	2.25	2.92	-1.15	0.16
32	3.08	4.00	-2.44***	0.40**	3.00	3.58	-1.25	0.30	1.92	4.33	-4.55*	0.57*	3.58	4.00	-1.28	0.22	3.58	4.00	-1.28	0.22
33	3.58	4.21	-1.32	0.31**	2.75	4.25	-2.85**	0.54*	3.33	4.42	-2.44***	0.38**	3.25	4.00	-2.41***	0.42*	3.25	4.00	-2.41***	0.42*
34	2.17	2.86	-1.97	0.26	2.67	3.17	-0.78	0.16	2.08	3.50	-2.16***	0.60*	2.58	3.17	-0.83	0.20	2.58	3.17	-0.83	0.20
36	2.67	3.07	-1.14	0.24	2.00	2.75	-1.81	0.31**	2.25	3.08	-2.34***	0.41**	2.08	2.33	-0.75	0.12	2.08	2.33	-0.75	0.12
38	2.92	3.29	-1.09	0.19	2.33	3.42	-3.27**	0.36*	2.75	4.67	-4.32*	0.51*	2.08	3.42	-5.67*	0.46*	2.08	3.42	-5.67*	0.46*
39	3.08	3.64	-1.52	0.27	2.00	3.83	-6.13*	0.67*	2.42	3.75	-1.97	0.53*	2.42	3.58	-4.36*	0.51*	2.42	3.58	-4.36*	0.51*
40	2.08	3.36	-3.98*	0.55*	2.17	2.92	-2.32***	0.28	2.25	3.25	-2.45***	0.41**	1.75	2.42	-2.95**	0.48**	1.75	2.42	-2.95**	0.48**
41	2.17	3.50	-3.91*	0.56*	2.83	3.50	-1.88	0.23	2.08	4.50	-13.13*	0.74*	3.50	4.00	-1.15	0.32**	3.50	4.00	-1.15	0.32**
42	2.00	2.93	-4.40*	0.50*	2.33	3.25	-5.56*	0.44*	2.58	2.25	-6.90*	0.43*	3.08	2.50	-2.25***	0.30	3.08	2.50	-2.25***	0.30
43	3.33	4.07	-1.56	0.41**	3.08	4.50	-4.51*	0.52*	3.67	4.50	-2.84**	0.35**	3.08	4.17	-3.59*	0.43*	3.08	4.17	-3.59*	0.43*
44	2.33	4.64	-8.96*	0.70*	2.92	3.67	-1.33	0.36**	2.92	4.25	-2.30***	0.35**	2.92	3.92	-2.25***	0.37**	2.92	3.92	-2.25***	0.37**
48	2.25	3.50	-3.32**	0.52*	3.08	3.00	0.23	-0.01	3.17	3.33	-0.49	0.13	2.58	3.08	-0.83	0.15	2.58	3.08	-0.83	0.15
49	2.67	3.64	-3.57*	0.46*	2.92	3.25	-0.93	0.16	3.17	3.75	-2.43***	0.56*	2.25	3.50	-4.79*	0.51*	2.25	3.50	-4.79*	0.51*
50	3.08	4.29	-4.21*	0.46*	2.17	3.83	-4.17*	0.55*	3.17	4.00	-2.24***	0.38**	2.50	3.50	-2.05	0.42*	2.50	3.50	-2.05	0.42*
51	1.83	2.14	-1.85	0.28	1.83	2.17	-1.25	0.14	2.00	2.42	-0.90	0.20	1.92	2.08	-0.75	0.02	1.92	2.08	-0.75	0.02
54	1.83	2.29	-2.25***	0.29	2.25	3.25	-2.32***	0.47*	1.58	2.25	-2.90**	0.56*	3.00	4.08	-3.96*	0.37**	3.00	4.08	-3.96*	0.37**
55	3.58	3.93	-0.87	0.11	3.25	3.75	-1.63	0.26	3.25	3.42	-0.33	0.10	3.50	4.08	-2.26***	0.32**	3.50	4.08	-2.26***	0.32**
56	2.08	2.43	-1.06	0.23	1.92	2.50	-1.84	0.35**	2.17	2.33	-0.40	0.32**	1.75	2.17	-3.70*	0.12	1.75	2.17	-3.70*	0.12
57	3.75	4.64	-4.54*	0.34**	4.42	4.67	-1.02	0.13	3.92	4.75	-4.89*	0.24	4.00	4.92	-2.90**	0.35**	4.00	4.92	-2.90**	0.35**

Significant Levels for: (1) Pearson Correlation Coefficients (a) * p > .001 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05 (2) Student t Scores (a) * p > .002 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05

ITEM ANALYSIS DATA FOR NON-DISCRIMINATING ITEMS (Continued)

Item #	COMMERCE STUDENT SAMPLE										EXTENSION DEPARTMENT SAMPLE									
	Group I					Group II					Group III					Group IV				
	Top x	Bottom x	Quartile x	Student t	Pearson Coefficient	Top x	Bottom x	Quartile x	Student t	Pearson Coefficient	Top x	Bottom x	Quartile x	Student t	Pearson Coefficient	Top x	Bottom x	Quartile x	Student t	Pearson Coefficient
58	2.75	3.07	3.64	-1.15	0.25	3.25	4.33	3.33	-3.07**	0.45*	2.75	4.17	4.17	-4.22*	0.62*	3.33	3.92	3.92	-2.32***	0.31**
59	3.42	3.67	3.79	-0.75	0.09	3.17	3.58	3.58	-0.64	0.22	2.50	2.67	2.67	-0.24	0.10	2.92	3.33	3.33	-0.60	0.16
60	3.00	3.79	3.79	-2.00***	0.38**	2.83	3.83	3.83	-2.12***	0.43*	3.33	4.17	4.17	-2.21***	0.37**	2.92	3.92	3.92	-2.32***	0.33**
61	2.08	2.21	2.21	-0.58	0.20	2.00	2.17	2.17	-0.45	0.19	1.83	2.25	2.25	-5.66*	0.32**	1.92	1.92	1.92	0.00	0.00
62	3.50	4.07	4.07	-1.67	0.24	3.83	4.33	4.33	-3.04**	0.18	3.75	3.83	3.83	-0.28	0.04	4.25	4.17	4.17	1.13**	-0.04
63	2.50	3.43	3.43	-2.17***	0.14	2.08	3.08	3.08	-1.93	0.41*	1.75	2.67	2.67	-2.36***	0.42*	1.83	2.42	2.42	-3.13**	0.27
64	2.33	2.64	2.64	-0.81	0.11	2.42	3.58	3.58	-2.81**	0.49*	1.50	2.75	2.75	-5.43*	0.55*	2.17	2.83	2.83	-2.59***	0.38**
65	3.17	3.50	3.50	-0.88	0.23	2.67	3.75	3.75	-2.78***	0.37**	3.25	3.50	3.50	-0.48	0.21	2.50	2.33	2.33	0.57	0.08
66	2.75	3.07	3.07	-0.93	0.26	2.42	2.83	2.83	-1.31	0.22	2.42	2.50	2.50	-0.31	0.19	2.08	2.58	2.58	-2.73***	0.15
67	3.67	3.64	3.64	0.07	0.07	3.58	4.33	4.33	-2.06***	0.27	3.67	4.08	4.08	-1.25	0.26**	3.92	4.33	4.33	-2.34***	0.11*
68	3.00	3.93	3.93	-2.70***	0.47*	2.17	3.42	3.42	-2.14***	0.51*	2.83	3.33	3.33	-0.77	0.36**	2.08	3.58	3.58	-4.14*	0.59**
69	2.33	2.50	2.50	-0.47	0.03	1.83	2.42	2.42	-4.33*	0.23	1.67	2.67	2.67	-1.67	0.47*	1.83	2.33	2.33	-2.16***	0.35**
70	2.50	4.14	4.14	-6.76*	0.56*	2.50	3.33	3.33	-2.18***	0.21	2.58	3.67	3.67	-2.96**	0.43*	2.33	3.50	3.50	-4.60*	0.54*
71	2.83	3.71	3.71	-2.47**	0.48*	2.00	3.33	3.33	-3.62*	0.54*	2.83	4.08	4.08	3.76*	0.53*	2.17	2.75	2.75	-2.04	0.29
72	2.08	2.86	2.86	-4.47*	0.52*	1.92	3.08	3.08	-7.73*	0.61*	1.92	2.58	2.58	-2.83**	0.42*	1.83	2.08	2.08	-2.84**	0.20
73	2.50	3.57	3.57	-2.70***	0.55*	2.17	3.42	3.42	-2.32***	0.40**	2.75	3.75	3.75	-2.39***	0.27	2.42	2.83	2.83	-1.35	0.26
74	2.17	2.07	2.07	0.44	-0.06	1.67	1.83	1.83	-1.35	0.13	1.92	2.67	2.67	-1.95	0.56*	1.83	2.00	2.00	-1.02	0.04
75	2.17	2.21	2.21	-0.20	0.11	3.17	4.08	4.08	-3.20	0.31**	1.83	2.42	2.42	-1.66	0.23	2.75	3.33	3.33	-1.20	0.21
76	2.50	3.71	3.71	-2.88**	0.50*	2.83	3.50	3.50	-1.25	0.14	2.83	3.42	3.42	-1.10	0.31	2.08	3.42	3.42	-4.99*	0.50**
77	1.75	2.21	2.21	-1.33	0.23	3.17	3.17	3.17	0.00	-0.09	1.58	2.17	2.17	-2.97**	0.21	3.33	2.83	2.83	1.20	-0.32**
78	2.75	3.14	3.14	-0.70	0.26	2.58	3.84	3.84	-3.27**	0.46*	2.75	3.75	3.75	-2.03***	0.33**	2.75	3.42	3.42	-1.87	0.14
79	3.00	3.78	3.78	-1.66	0.43*	2.83	3.67	3.67	-1.38	0.32**	2.67	3.83	3.83	-2.39***	0.41*	3.08	3.42	3.42	-0.73	0.14
80	2.50	3.50	3.50	-2.27***	0.38**	2.67	3.58	3.58	-2.24***	0.22	2.75	3.83	3.83	-1.95	0.44*	3.25	3.58	3.58	-0.80	0.25

Significant Levels for: (1) Pearson Correlation Coefficients (a) * p > .001 (2) Student t Scores (a) * p > .002
 (b) ** p > .01
 (c) *** p > .02
 (d) **** p > .05

ITEM ANALYSIS DATA FOR NON-DISCRIMINATING ITEMS

EXTENSION DEPARTMENT SAMPLE

COMMERCE STUDENT SAMPLE

Item #	Group I				Group II				Group III				Group IV			
	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient	Top Quartile x	Bottom Quartile x	Student t	Pearson Correlation Coefficient
81	3.08	3.71	-1.95**	0.26	3.58	4.67	-4.13*	0.56	2.25	3.50	-2.45***	0.50*	3.58	4.42	-4.23*	0.30**
82	3.08	4.29	-2.89**	0.33**	2.83	3.67	-1.57	0.28	2.75	3.75	-1.87	0.40**	2.42	3.50	-2.97**	0.38**
83	1.67	2.50	-2.74**	0.28	1.58	2.17	-1.78**	0.20	1.50	1.83	-0.91	0.28	1.92	2.08	-0.46	0.13
84	2.17	3.00	-2.89**	0.27	2.08	3.50	-3.43**	0.52*	0.92	3.33	-3.74*	0.49*	2.25	3.33	-3.84*	0.48*
85	2.58	3.86	-2.39***	0.33**	3.00	4.17	-2.38***	0.40**	1.92	2.75	-1.55	0.44*	2.92	3.58	-1.37	0.32**
86	3.17	4.36	-5.67*	0.43*	4.00	4.58	-4.46*	0.12	2.50	4.42	-9.64*	0.73*	3.83	4.42	-2.71**	0.26
87	3.50	4.00	-1.84	0.24	2.42	3.92	-6.73*	0.58*	3.25	4.25	-2.63***	0.44*	2.00	3.33	-4.68*	0.52*
88	2.25	2.71	-1.84***	0.32**	2.00	2.75	-4.36*	0.46*	1.92	2.33	-3.34*	0.27*	1.83	2.08	5.50*	0.12
89	2.83	3.79	-2.18***	0.37**	3.67	3.83	-0.50	0.18	2.42	4.08	-8.46*	0.59*	3.08	3.92	-2.66***	0.39**
90	2.00	3.21	-3.86*	0.38**	2.17	3.67	-6.07*	0.56*	2.08	3.25	-2.96**	0.41*	3.00	3.83	-2.29***	0.24
91	3.25	3.78	-1.23	0.25	3.42	4.44	-2.88**	0.54*	3.08	2.33	-1.88	0.42*	3.42	4.17	-2.43***	0.25
92	2.00	2.86	-3.81*	0.44*	1.83	2.42	-6.69*	0.39**	1.67	2.33	-2.58***	0.43*	2.00	2.42	-2.30***	0.27**
93	3.33	4.00	-1.99	0.29	3.00	3.92	-3.37**	0.40**	3.33	4.25	-3.90*	0.38**	2.92	3.83	-2.62***	0.37**
94	3.17	4.36	-5.22*	0.43*	2.17	3.83	-9.38*	0.58*	2.42	2.75	-0.65	0.13	1.92	3.17	-3.04**	0.55*
95	2.67	3.14	-1.74	0.27	2.92	4.00	-8.31*	0.49*	2.50	3.25	-2.26***	0.39**	3.00	3.33	-1.37	0.14

Significant Levels for: (1) Pearson Correlation Coefficients (a) * p > .001 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05

(2) Student t Scores (a) * p > .002 (b) ** p > .01 (c) *** p > .02 (d) **** p > .05

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